
2J

Information

Professional Services Committee

Draft Standards for Career Technical Education (CTE) Programs

Executive Summary: This item is the third in a series of items focusing on Career Technical Education (CTE). This agenda item presents the proposed Career Technical Education Program Standards to the Commission for initial review.

Recommended Action: For information only

Presenter: Helen Hawley, Consultant,
Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators.

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs.

January-February 2008

Draft Standards for Career Technical Education (CTE) Programs

Introduction

At the November and December 2007 Commission meetings, staff presented the Career Technical Education (CTE) Advisory Panel's recommendations for changes to the CTE credential structure. These recommendations related to a variety of issues including work experience, equivalence of industry certifications, and CTE teacher preparation and recruitment. Staff also presented the new requirements resulting from passage of Senate Bill 52 (Chap. 520, Stats. 2007) with regard to changing the credential title from Designated Subjects: Vocational Education to Designated Subjects: Career Technical Education and to aligning the credential authorizations with the 15 industry sectors identified in the California Career Technical Education Model Curriculum Standards: Grades Seven Through Twelve (<http://www/cde.ca.gov/re/pn/fd/documents /careertechstnd.pdf>) adopted by the State Board of Education. Staff also provided an overview of the CTE credential requirements for seven other states to provide context for these recommendations.

This agenda item provides the panel's recommendations with regard to updating the Designated Subjects Career Technical Education preparation program standards and includes a summary of the major changes from the previous standards.

Background

At the November and December 2007 Commission meetings staff presented to the Commission the recommendations of the Career Technical Education Advisory Panel for changes to the Designated Subjects Career Technical Education Credential requirements. The CTE panel's considerations were based on criteria aligned to SB 52 and current teacher policies:

- Increase CTE teacher supply
- Streamline CTE credential requirements
- Improve the quality of CTE teacher preparation.

The recommendations and the rationale for each may be found in the agenda items for those meetings at: (<http://www.ctc.ca.gov/commission/agendas/2007-12/2007-12-3G.pdf>). The current requirements for the preliminary and the clear CTE credential as well as those proposed by the CTE panel are summarized in a chart in Appendix A.

Overview of the Current CTE Teacher Preparation Program Standards

The current standards for Career Technical Education teacher preparation programs were adopted by the Commission in 1993. Nineteen education agencies operate approved CTE programs across California, including the California State University, the University of California, private and independent institutions of higher education, county offices of education,

and school districts. As part of the Commission's mandate under SB 52, the CTE advisory panel has updated and proposed revisions to the current standards with the goal of improving the quality of CTE teacher preparation and increasing CTE teacher supply. The panel designed the new draft standards to be aligned with the CTE K-12 standards adopted by the State Board of Education in 2005. The draft CTE preparation program standards are included as Appendix B.

The Draft CTE Preparation Program Standards

The draft CTE preparation program standards are organized in a manner consistent with other California educator preparation standards for ease of implementation since many sponsors of CTE programs also sponsor other types of educator preparation programs. The draft CTE standards are comprised of the Common Standards and Program Standards, including statements of required candidate competencies. Each of the standards includes elements that help to define the standard and guide programs in both organizing the program and preparing a response to the standards. However, some major changes to the CTE program framework as prescribed within the standards are being proposed in terms of structure and substance. These changes and the supporting rationales are described below.

A. Comprehensive and integrated CTE program design

The current CTE preparation programs consist of two levels which can be thought of as introductory and advanced. Each level requires candidates to complete 6 semester units or 90 hours of professional preparation. For streamlining, the new standards are designed for a single comprehensive and integrated program of preparation of 9 semester units or 135 hours of professional preparation for a single credential that authorizes both part-time and full-time service. The program would have to be completed in three years or less, after which time candidates would be eligible for a clear credential by having completed four documented successful teaching terms, the advanced level of preparation offered by the program, or a variety of other professionally recognized activities.

B. Early orientation for program candidates

Since CTE teachers may enter the classroom prior to completing a teacher preparation program, the panel believes that it is not only reasonable but necessary to provide every new CTE teacher with an orientation within the first few months of teaching. Though many districts provide an orientation for new teachers, there is inconsistency in the content of such orientations, and the orientations are designed for teachers who have completed preparation programs. The CTE advisory panel believes that by requiring approved preparation programs to provide an orientation that addresses the essential skills and information needed by a beginning teacher, more consistency and comprehensiveness could be realized across all CTE programs. In addition, the CTE advisory panel believes that if approved programs were responsible for orienting CTE teachers and providing basic skills and knowledge as these individuals begin teaching, the programs will be working with candidates from the point of hire, thus ensuring early advising, support, and supervision.

C. Beginning teacher support and advisement

No formal supervision or support has been required for new CTE teachers. The draft standards define and require a support model consistent with both student teaching supervision and new teacher support to ensure that candidates have multiple opportunities for

critical feedback on their practice and mentoring from a skilled colleague. Formally instituting support and supervision during the preparation program will enable candidates to increase the quality of their teaching knowledge within the work context. This approach should help with retention of these teachers. This support model has proven effective for other new teachers, and it is imperative that CTE teachers receive similar support and supervision.

D. Professional program responsible for candidate recommendation for a credential

In the past, approved CTE preparation programs were not necessarily responsible for recommending candidates for the initial CTE credential. Employers could recommend candidates for the initial credential without the candidate enrolling in a teacher preparation program. A significant shift in the draft standards is to move the responsibility to the approved preparation program to recommend candidates for the initial credential. This responsibility ensures that all candidates will receive quality orientation, support and supervision from the program that has enrolled them as soon as they are recommended for the initial credential.

E. Teaching English Learners (EL)

Before the passage of SB 1292, many CTE teachers were prevented from obtaining preparation to teach English learners if they did not hold a bachelor's degree. Now CTE teachers can participate in staff development programs for teaching EL students. The draft standards include a separate and explicit standard aligned to the SB 1292 guidelines for teacher competencies in teaching EL students. One critical component of this standard is that these competencies, including SDAIE strategies, must be integrated throughout the preparation program so that they are contextualized for application by the candidates. Therefore, all newly prepared CTE teachers will have the knowledge and skills to work with English learners.

F. Teaching students with special needs

The current CTE program standards address "special populations" in a general manner. A large number of CTE students have special needs. Some CTE courses are designed as opportunities for special needs students to learn practical skills. These courses are known as "transition" and "workability" courses. The responsibility that CTE teachers have for special education students suggests the need for ensuring knowledge about best practices for teaching students with special needs. Therefore, the panel felt that it was essential that the proposed standards include a standard designed to address the knowledge and skills needed for working with students with special needs.

Organization of the draft CTE standards

All programs will be required to respond to the Commission's adopted Common Standards which address institutional issues of capacity including but not limited to leadership, program evaluation, resources, faculty, and admissions.

The proposed draft CTE preparation program standards are organized into two categories. The first category addresses program responsibilities. The second category addresses the content to be included in the coursework and the candidate outcomes. The second category of standards is

further subdivided into initial candidate outcomes and advanced candidate outcomes. The advanced candidate outcomes will be addressed by programs that choose to offer advanced preparation as an option for individuals to earn the Clear Credential. The final program standard defines the advanced preparation program to ensure that the level of professionalism is maintained equivalent to other options for clearing the credential. This standard would only be required for program sponsors wishing to offer that program option.

The panel recognizes that despite representation on the panel of Regional Occupational Centers and Programs (ROCP), higher education, and major professional organizations, their collective ideas about what should constitute new CTE standards of teacher preparation may not have addressed all possible concerns within the field. Therefore, feedback from the CTE field is critical and the panel will need to consider revisions arising from the field review.

Next Steps

These proposed draft standards define what would be required for CTE teacher preparation programs if the standards are ultimately approved by the Commission. Staff requests direction from the Commission to survey the field as to the appropriateness of the credential requirements and the draft program standards. Staff will report the results of the field survey to the Commission at the June meeting with any revisions indicated by the stakeholder responses.

Appendix A

Preliminary Credential Requirements

Recommended	Current
1. Preliminary credential valid for 3 years	1. Preliminary credential valid for 5 years
2. High school diploma/equivalent	2. High school diploma/equivalent
3. Recommendation from an approved program sponsor.	3. Recommendation from an approved program sponsor or the employer.
4. Three years work experience or equivalent, including certifications or licenses, with one year recent work experience in the last five years or two years work experience in the last ten years.	4. Five years work experience or equivalent with one year recent work experience in the last three years.
5. Advanced Industry Certification would qualify as work experience, thereby reducing the number of years required	5. Advanced industry certification does not qualify as work experience
<i>Moved to clear credential requirement</i>	6. College-level course work or examination on U.S. Constitution

Clear Credential Requirements

Recommended	Current
1. Possession of a valid preliminary credential	1. Possession of a valid preliminary credential
2. Four successful teaching terms or two successful terms of teaching and an advanced preparation program or the equivalent	2. Four successful teaching terms
3. Completion of the preliminary CTE teacher preparation program (9 semester units or 135 hours)	3. Completion of Level I and II teacher preparation (12 semester units or 180 hours)
4. Expand the options for completing advanced preparation to include National Board Certification, district sponsored teacher development programs, induction, mentoring, or documentation of successful teaching.	4. Total of 180 or 12 semester units is the only option allowable to earn the clear credential.
5. Health education would continue to be a part of the clear credential program.	5. One unit of health education
6. College-level course work or examination on U.S. Constitution	

Appendix B

Proposed Designated Subjects Career Technical Education Preparation Program Standards

Category I

Standard 1: Program Design and Rationale

The program of teacher preparation for the Career Technical Education Teaching Credential includes a purposeful, developmentally designed sequence of coursework that effectively prepares CTE teachers to successfully teach all students in public education to perform in a competitive workplace. The program consists of 9 semester units of approved program course work or 135 hours of approved professional preparation through a local education agency. The program is based on a clearly stated rationale that has a sound theoretical and practical foundation anchored to the knowledge base of teacher education. The program is aligned to the state-adopted CTE content standards and framework and bases CTE teachers' competence on the Teaching Performance Expectations (TPEs).

Program Elements

- 1(a) The design of the program is grounded in a rationale based on sound theory of adolescent and adult teaching and learning, is articulated clearly, and is evident in the delivery of the program's coursework.
- 1(b) The program coursework is sequenced to reflect principles of teacher development.
- 1(c) The coursework and related experiences are integrated to form a cohesive set of learning experiences that prepare the CTE teacher for the contemporary conditions of California public education.
- 1(d) The program prepares CTE teachers to integrate the state-adopted CTE curriculum standards with the academic content standards in teaching and assessing all students.
- 1(e) Instruction incorporates a variety of effective teaching strategies and teacher behaviors, including the use of technology, for professional instruction and provides multiple opportunities for CTE teachers to learn and practice the Teaching Performance Expectations (in The Appendix).
- 1(f) The program design includes planned processes for the comprehensive assessment of individual CTE teachers on all competencies addressed in the program.

Standard 2: Equity, Diversity and Access to the Curriculum for All Students

Each beginning CTE teacher in the professional teacher preparation program examines the protections of California law for educational equity and diversity and their relevance in curriculum content and school practices for all students. The program prepares CTE teachers to provide all students equitable access to their course curriculum. CTE teachers in the program learn about the ways in which teaching practices and student learning are impacted by diversity in California, including socioeconomic status. CTE teachers learn to identify, analyze and minimize personal and institutional bias.

Program Elements

- 2(a) The program relates students' background experiences, languages, skills and abilities to the appropriate pedagogical practices to provide access to the curriculum and lead to high achievement for all students.

- 2(b) The program informs CTE teachers' knowledge of the history and traditions of the major cultural and ethnic groups in California society in the context of instruction.
- 2(c) The program develops CTE teachers' ability to recognize and minimize bias in the classroom and to create an equitable classroom community that contributes to the physical, social, emotional and intellectual well-being of all students.
- 2(d) The program requires CTE teachers' to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools and communities in applying pedagogical practices that foster high expectations for students' cognitive, affective and psychomotor performance.
- 2(e) The program develops CTE teachers' ability to recognize and differentiate instruction for students' specific learning needs, establish appropriate contexts for learning, provide equal access to resources for learning and, where appropriate, provide opportunities for inter-curricular activities.

Standard 3: Early Orientation

The program sponsor will collaborate with the employer in providing an early orientation before or during the first month of teaching that includes the introductory skills, knowledge and attitudes required for beginning CTE teaching success. These competencies will be further developed in a sequenced and scaffolded structure for the acquisition of teaching methods, learning styles, lesson planning, CTE concepts, equity and diversity in the classroom, mandated reporting, and legal and ethical issues. Early orientation is designed to meet the needs of beginning teachers.

Program Elements

- 3(a) The orientation provides an introduction to teaching knowledge, skills, and attitudes which will be sequenced and scaffolded for the immediate needs of a beginning teacher.
- 3(b) The orientation includes an overview of instructional planning, effective classroom management, and SDAIE strategies.
- 3(c) The orientation includes an overview of legal and ethical responsibilities and school policies and procedures.
- 3(d) The orientation provides strategies for ensuring the safety of students in career technical education classrooms and the workplace (OSHA).
- 3(e) The orientation provides basic information and instruction on research-based teaching, evaluation and assessment for all students, including those with special needs (e.g., disabilities, English learners, gifted and talented).
- 3(f) The orientation includes information regarding business/industry partnerships.
- 3(g) Innovative, alternative delivery methods of orientation programs provides beginning CTE teachers with access to preparation content.

Standard 4: Collaboration with Local Educators

The program sponsor collaborates with the employer in the implementation of the preparation program for CTE teachers, including the selection of supervisors and/or support teachers. The cooperative relationship between the program sponsor and local school administrators and teachers sets up a system of support and supervision that provides the beginning CTE teacher with the opportunity to develop all the necessary components of successful teaching.

Program Elements

- 4(a) An effective and ongoing system of communication and collaboration exists between the program sponsor and the school where beginning CTE teachers are employed.
- 4(b) The program sponsor collaborates with the employer in providing a common early orientation before or during the first calendar month of teaching. (See Standard 3.)
- 4(c) A systematic process of documentation verifies that each CTE teacher has met all requirements for placement in supervised CTE teaching responsibilities.

Standard 5: Beginning Teacher Support and Advisement

Throughout the period of the preliminary credential, CTE teachers' performance is guided, assisted and evaluated in relation to each standard in Category II by supervision and support. The program provides complete, accurate and timely feedback to the CTE teachers, including information about their progress toward competence. Supervisors and support providers of CTE teachers are (a) certificated and experienced in teaching; (b) trained in supervision and support of beginning teachers; and (c) appropriately evaluated.

Program Elements

- 5(a) Supervisors and support providers have had academic preparation and successful experience in teaching students in the same age groups, hold a valid credential, and have remained current in education and knowledgeable of the local school culture.
- 5(b) Supervisors are skilled in observation, analysis and feedback techniques and in ways of fostering learning in adolescents and adults.
- 5(c) Guidance, assistance and feedback encompass all of the Standards in Category II.
- 5(d) The supervision and assessment of CTE teachers is coordinated effectively between the supervisors and the program sponsor.
- 5(e) Support providers give CTE teachers confidential and formative feedback for teaching success.

Standard 6: Determination of CTE Teacher Competence

Upon program completion, one or more persons who are responsible for the program determine on the basis of thorough documentation and written verification that the CTE teacher has satisfied each Standard in Category II. The program uses formative and summative assessment to determine CTE teachers' competence based on the TPEs.

Program Elements

- 6(a) Systematic formative and summative assessments, based on documented procedures or instruments, of each teacher's performance is provided to the program.
- 6(b) The program sponsor documents and verifies each CTE teachers' attainment of CTE Standards in Category II as they relate to the teaching of the subject(s) authorized by the credential.
- 6(c) One or more persons who are responsible for the program recommend beginning teachers for clear credentials on the basis of all available information of their competence and performance.
- 6(d) At least one supervisor will provide an assessment of CTE teachers' performance to the program administrator.

Standard 7: Advanced Program of Preparation

To obtain the Clear Career Technical Education Teaching Credential, CTE teachers must complete a program of extended preparation and professional development for teachers designed to support their attainment of the California Standards for the Teaching Profession (CSTP) and to advance the beginning teacher outcomes described in Category II standards. CTE teachers develop integrated instruction that meets State-adopted CTE curriculum standards, related academic content standards, and curriculum frameworks. The program provides formative and summative assessment opportunities for CTE teachers (projects, portfolios, research papers) to demonstrate their development as teachers. Programs of advanced preparation are characterized by an approach that integrates individualized support with formal professional development offerings.

Program Elements

- 7(a) Program completion requirements include but are not limited to the professional level outcomes described under Standards 8-16 in Category II.
- 7(b) The program sponsors(s) have a process for verifying advanced professional preparation and recommending for the professional credential only those participating teachers who have met all requirements in Category II and the CSTP.
- 7(c) The program accepts options designated by the Commission for demonstrating professional level competencies for teaching.
- 7(d) The formative assessment system is characterized by multiple measures of teaching, collaboration with colleagues, focus on classroom practice, and reflection together with a trained support provider about evidence, using specific criteria.

Category II

Standard 8: Curriculum

Program course work includes curriculum development and instructional planning skills for the significant aspects of the occupation being taught, including but not limited to thinking abilities, positive attitudes about work, team work, interpersonal skills, effective communication, the role of the persons doing the work, and the quality of the work produced. The program promotes appreciation of and ability to assist all students in the development of the manipulative skills appropriate to the occupation. Each CTE teacher prepares unit and lesson plans aligned to CTE content standards that include outcomes-based goals and objectives, instructional strategies that engage students in learning, safety considerations, industry-standard materials and equipment, and appropriate student assessment techniques.

Initial Preparation Program

CTE teacher outcomes include the ability to:

- 8.1. develop outcomes-based student performance objectives in CTE standards-aligned unit and lesson plans.
- 8.2. provide instruction in the development of manipulative skills in a school environment.
- 8.3. teach students how to use the most current and appropriate technology to perform the skills needed for the career area.
- 8.4. balance the focus of instruction between technical information, concepts, principles, and applications.
- 8.5. motivate students regarding the instructional content and its relationship to the core academic curriculum and to the workplace.
- 8.6. promote work habits, interpersonal skills, communication skills and attitudes necessary for success in the workplace.
- 8.7. organize, operate, and utilize a program advisory committee to maintain curricular currency.
- 8.8. generate evidence that critical thinking skills and problem solving abilities of students have improved as a result of their teaching.
- 8.9. develop, maintain and nurture partnerships for work-based learning activities.
- 8.10. relate child labor laws to classroom assignments and job placements.

Advanced Preparation Program

Participating teacher outcomes include the ability to:

- 8.a. prepare a complete curriculum plan for the course or subject that they teach, including goals, objectives, daily lesson plans, classroom materials, teaching strategies and student assessment materials.
- 8.b. design lessons to help all students maximize their performances with respect to the student academic content standards.

Standard 9: Learning and Instruction

CTE teachers implement a variety of standards-based pedagogical strategies and select materials appropriate for students with diverse needs and learning styles. CTE teachers plan instruction that addresses common traits and individual developmental differences that characterize adolescents and adults. CTE teachers present ideas, concepts, and procedures using clear and meaningful language to facilitate students' efforts to learn. CTE teachers use formative assessments to adapt instruction to student learning.

Initial Preparation Program

CTE teachers outcomes include the ability to:

- 9.1. integrate instruction of related academic skills into their courses.
- 9.2. demonstrate the ability to teach the state-adopted CTE content standards appropriate for the pathway named on the credential in grades 7-12, including classes organized primarily for adults.
- 9.3. differentiate instruction that takes into consideration cognitive, physical, social and emotional characteristics of adolescent and adult learning stages.
- 9.4. pace and adjust instruction based on student assessment, including testing, strategies such as discussion, inquiry and examination of student work.
- 9.5. actively engage students with strategies, activities and materials that are based on different learning theories.
- 9.6. use instructional strategies appropriate to students of varying abilities in small and large group instruction.
- 9.7. allocate instructional time to maximize student achievement.
- 9.8. model correct oral and written language and adjust the complexity of the language to the linguistic abilities of the students.
- 9.9. demonstrate an understanding of language development (oral, reading and written), including second language acquisition (SDAIE).
- 9.10. provide individualized instruction when needed for student success.
- 9.11. deliver lessons that are based on instructional goals, student performance objectives, appropriate teaching strategies, safety considerations, relevant classroom materials, and assessment data.
- 9.12. plan a unit of instruction consisting of a series of lessons in which at least one concept, skill or topic is taught fully and sequenced effectively.

Advanced Preparation Program

CTE teacher outcomes include the ability to:

- 9.a. use explanations, demonstrations and class activities that serve to illustrate concepts, principles, investigative methods, experimentation and application appropriate to the occupational area.
- 9.b. use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.
- 9.c. improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems and applying new strategies.
- 9.d. work with other educators to demonstrate the knowledge and ability to apply the state-adopted content standards, curriculum frameworks, performance levels, and adopted texts and instructional materials in at least one content area of focus.

Standard 10: Using Education Technology in the Classroom

CTE teachers select and use computer-based technology to facilitate the teaching and learning process in the CTE classroom. CTE teachers demonstrate understanding of the legal and ethical issues concerned with the use of education technology for CTE. CTE teachers appropriately use computer-based technology for information collection, analysis and management in the instructional setting.

Initial Preparation Program**CTE teacher outcomes include the ability to:**

- 10.1. use established criteria to select available education technology resources to support, manage and enhance student learning and design lessons accordingly.
- 10.2. perform basic operations of computer hardware and software, and implement basic troubleshooting techniques for computer systems and related peripheral devices.
- 10.3. use computer applications to manage records and to communicate through printed media.
- 10.4. interact with students using electronic communication and a variety of computer-based collaborative tools.
- 10.5. demonstrate knowledge of issues of ethics, copyright, privacy, security, safety, local and state policies for computer use.

Advanced Preparation Program**CTE teacher outcomes include the ability to:**

- 10.a. demonstrate competence in the use of electronic research tools and the ability to assess the authenticity, reliability and bias of the data gathered.
- 10.b. fluently use technology users, using technology to access and evaluate information, analyze and solve problems, and communicate.
- 10.c. integrate technology into curriculum-based lessons for all students to help them acquire information literacy and problem solving skills.
- 10.d. use assessment of student information literacy and problem solving skills to adapt subsequent lessons.

Standard 11: Classroom and Laboratory Management

Candidates use effective classroom management strategies to promote learning and preserve student safety. Candidates demonstrate proficiency in the operation and maintenance of a facility for career technical education that contains sophisticated and dangerous equipment, machines and instruments. The program provides candidates with a thorough grounding in the theory, practice, and legal implications of safe facility management and the development of an effective learning environment.

Initial Preparation Program

CTE teacher outcomes include the ability to:

- 11.1. design and provide a safe, positive instructional environment conducive to learning.
- 11.2. maintain good housekeeping practices and records in the classroom and laboratory.
- 11.3. develop and implement a plan for preventive maintenance of equipment or instruments and for their replacement.
- 11.4. demonstrate attitudes and operate classrooms consistent with safe and legal practices in the school and workplace.
- 11.5. manage a class budget, including selection and ordering of supplies and materials.
- 11.6. communicate clear performance, learning, and behavior expectations to students, parents and school administration.
- 11.7. establish procedures for routine tasks and manage transitions.
- 11.8. encourage responsible and independent work habits in students.
- 11.9. respond appropriately to sensitive issues, classroom discussions, and equitable participation for all students.
- 11.10. assess and monitor safe and appropriate workplace environments for students.

Advanced Preparation Program

CTE teacher outcomes include the ability to:

- 11.a. create and maintain an effective classroom environment that promotes student achievement.
- 11.b. take appropriate actions to ensure student health and safety, including work with families, caregivers, and health professionals.
- 11.c. understand and implement the school's crisis response plan.

Standard 12: Assessing Student Learning

Candidates identify student prior achievement, establish appropriate instructional objectives, assess student progress, and evaluate the overall effectiveness of the curriculum plan. The program prepares candidates to identify the needs and abilities of students in order to guide their learning and plan instruction relevant to the needs of the occupation. Candidates use multiple measures of assessing student achievement to improve instruction.

Initial Preparation Program**Participating teacher outcomes include the ability to:**

- 12.1. ascertain students' prior knowledge and skills in the subject(s)/occupation.
- 12.2. monitor progress to determine whether students are achieving the state-adopted CTE model curriculum standards.
- 12.3. develop and use formal and informal teacher-made assessment instruments to determine mastery of skills, ideas, values or topics as a result of instruction.
- 12.4. evaluate the effectiveness of instruction based on student assessment data.
- 12.5. keep accurate records of student achievement.
- 12.6. provide specific and timely feedback on achievement to students, families and school administration.
- 12.7. integrate assessment data into a plan for self-improvement.

Advanced Preparation Program**Participating teacher outcomes include the ability to:**

- 12.a. evaluate assessment practices, including student self-assessments, for effectiveness and appropriateness.
- 12.b. collect and interpret assessment data relative to the student achievement of the content standards, including for English language learners.

Standard 13: Teaching English Learners

Candidates know and apply specially designed academic instruction in English (SDAIE) to make curriculum content comprehensible to English learners. The program provides information on how to access assessment data on their English learner students to specialize instruction. The program includes relevant state and federal laws; current research findings and practices; cognitive, pedagogical and individual factors that affect language acquisition; historical and cultural traditions relevant to learning English; and student access to and achievement in the curriculum. The program emphasizes the key role of content standards and standards-based assessment in planning instruction for English learners. Candidates practice a variety of systematic instructional strategies to make content comprehensible to English learners.

Initial Preparation Program**CTE teacher outcomes include the ability to:**

- 13.1. select, modify, and use a variety of systematic instructional strategies that make content more comprehensible to English learners.
- 13.2. use the principles of language acquisition, teaching strategies and curriculum materials effective for English learners.
- 13.3. employ strategies, techniques and materials that are free of bias and foster learning among EL students.
- 13.4. exhibit understanding, appreciation and sensitivity toward the cultural heritage, community values and individual aspirations of their EL students.
- 13.5. encourage students to excel and promote interaction between different language groups and actively engage students in classroom activities.
- 13.6. plan and deliver appropriate instruction based on formal and informal language proficiency assessment data (e.g., CELDT).
- 13.7. communicate effectively with parents and families.

Standard 14: Teaching Students with Special Needs

Candidates develop basic knowledge, skills and strategies for teaching special populations, including students with exceptional needs, students on behavior plans, and gifted and talented students in the regular classroom. Candidates understand the role of the CTE teacher in the special education process. Candidates use differentiated instructional strategies that provide all students with access to CTE curriculum. Candidates promote a positive, inclusive climate of instruction for all special populations in the CTE classroom.

Initial Preparation Program

CTE teacher outcomes include the ability to:

- 14.1. describe and provide examples of the major categories of disabilities.
- 14.2. describe the CTE teacher's role in state and federal laws pertaining to the education of students with special needs.
- 14.3. describe the teacher's role and responsibilities in the Individual Education Program/Individual Transition Plan (IEP/ITP) process for all students as appropriate, including: identification, referral, assessment, IEP/ITP planning and meeting, implementation, and evaluation.
- 14.4. describe the CTE teacher's role regarding Section 504 as it pertains to the education of students with special needs.
- 14.5. select and use appropriate instructional materials, assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the CTE classroom.
- 14.6. plan and deliver instruction that provides special needs students with access to CTE curriculum.
- 14.7. promote social integration for students with special needs in the CTE classroom.
- 14.8. engage students with diverse needs in all classroom activities.
- 14.9. describe the various programs (e.g., ROP, WorkAbility, work experience, transition-to-work) and resources (e.g., Department of Rehabilitation Services, Regional Center) available for students with special needs.

Advanced Preparation Program

CTE teacher outcomes include the ability to:

- 14.a. collaborate with other educators, paraprofessionals, and families/caregivers to help special needs students transition to the least restrictive environment at the end of the school year.

Standard 15: Foundations

Candidates study essential themes, concepts and skills related to the teaching profession, including knowledge of the history and traditions of CTE, its role in the curriculum of public education, and its current ethical issues. Candidates develop a professional perspective by examining contemporary education policies and teaching practices in relation to fundamental issues, theories and research in education.

Initial Preparation Program**CTE teacher outcomes include the ability to:**

- 15.1. describe the relationship of historical, legal, social, political, ethical and economic perspectives of CTE to education and society.
- 15.2. demonstrate an awareness of student recruitment, placement and guidance services and the roles such services can play for their students.
- 15.3. describe the local, state and federal structures of career technical education and how these structures impact their program.
- 15.4. identify and coordinate the use of related community organizations and agencies to improve or enhance instruction.
- 15.5. demonstrate the ability to establish, supervise and conduct career technical student leadership organizations.
- 15.6. assist students to identify career pathway options and associated workplace skills.

Advanced Preparation Program**CTE teacher outcomes include the ability to:**

- 15.a. devise a professional growth plan in at least one content area of focus, based on the teaching assignment, developmental needs, and prior preparation.
- 15.b. articulate and sequence instruction with their colleagues at and across grade levels and subject matters.

Standard 16: Professional, Legal, and Ethical Responsibility

Candidates take responsibility for providing learning opportunities for all students. They recognize ways in which personal and institutional biases and values affect the teaching and learning of students. Candidates ethically manage their professional time and resources in teaching responsibilities and strive to ensure that instructional goals are met. They understand and honor legal and professional obligations to protect the privacy, health and safety of students, families and other school professionals, including laws relating to professional misconduct and moral fitness for teachers.

Initial Preparation Program**CTE teacher outcomes include the ability to:**

- 16.1. act in accordance with professional standards and model ethical behaviors, including the appropriate use of student labor, school equipment, supplies, and facilities.
- 16.2. develop and maintain student competency and attendance records.
- 16.3. identify and report suspected cases of child abuse, neglect, or sexual harassment.
- 16.4. carry out laws and district guidelines for reporting discrimination.
- 16.5. implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.